

**NATIONAL TEACHERS' CONVENTION
AT HARRISBURG.**

**Discussion of the state Establishment
of Normal Schools—Professor Ed-
wards's Lecture—Visit of the Conven-
tion to Gettysburg—The Schoolmaster
Following the Soldier—A Bureau of
National Education.**

From Our Special Correspondent.

HARRISBURG, Pa., August 17, 1865.

Of all the papers thus far read before the Convention of Teachers—all of which are quite up to the professional standard—that of Professor Edwards of Illinois is allowed the most searching and impressive. His argument was that normal schools, with their distinguishing characteristics, should be established and maintained in each State at the public expense. Professor Edwards is the principal of one of the largest schools of this kind in the United States, the flourishing University at Bloomington, in Illinois. His conclusions are, therefore, the fruit of extended experience and study.

At the outset, Prof. Edwards deprecated the idea that to perfect his happiness the individual needs only letting alone, whether the object be his teaching by school or otherwise. We do not say that the Government makes no effort to assist us; we require it of its protection while we are making ourselves so.

The extreme jealousy of delegated authority in a republic is a good sentiment, but does not much concern us when we are to use that authority to benefit ourselves. The State that educates all its children supplies the arms with which they may successfully defend themselves against its illegal assumptions; education nationalized comes to more than it costs, and imparts more freedom than it can take away. The whole matter, said Prof. Edwards, belongs to the department of educational statesmanship—a department which, after having been neglected for centuries, is now only beginning to receive attention.

Whatever improves the teacher improves the schools, and the arguments for free schools supported the Convention in favor of the classics, and emphasized the advantages of the classical over the French. Prof. Edwards contended that the education of the classics should begin with the pupil before the age of 13. Prof. Johnson of Dickinson College argued in favor of the tendencies of the school to bring its teaching more and more into common agreement with its real practicality and usefulness. First and last, the pupil must be taught the earnest interests by which he is to arrive at becoming a working intelligence in society. Between the Ollendorff and other methods of teaching, Prof. Johnson took a middle ground. Prof. S. H. Hinman advocated the use of the Peony. Prof. Hinman advanced the view of the classics as the best general value of the mind, and the discussion brought forth few new ideas, and the debate was discontinued to make way for the election of officers for next year, as follows:

President—Prof. J. P. Wickersham of Penna. Vice Presidents—Richard Edwards, Normal, Ill.; T. W. White, Brooklyn, N. Y.; Dr. Phelps, Worcester, Mass.; John S. Hart, Cincinnati, Ohio; E. C. Pennell, St. Louis; George W. Hovey, Indianapolis; Ind.; W. B. Bulkeley, Brooklyn, N. Y.; D. B. Hayes, Salem, Mass.; J. M. Gregory, Kaiman, Mich.; S. A. Greene, Providence, R. I.; Secretary—S. W. Burroughs, New Haven; S. P. Hinman, Worcester; Prof. C. C. Richards, Washington, D. C.; T. B. Adams, Newton, Mass.; Merrick Lloyd, Providence, R. I.; D. N. Camp, New-Britain, Conn.; James Crumlish, Albany, N. Y.; L. Van Bokkelen, Baltimore, Md.; F. E. White, Louisville, Ky.; Dr. J. G. McManus, Madison, Wis.; T. F. Thirkield, Hastings, Minn.; C. F. Childs, Mo.; W. N. Hurlton, Louisville, Ky.; J. C. G. Stearns, Indianapolis, Ind.; F. A. Allen, Mansfield, Pa.; D. Coleman, Washington, Del.; J. S. Fowler, Michigan.

The REPORT OF THE COMMITTEE ON OBJECT TEACHING—BY T. E. CURTIN, OF THOSE ISLANDS. This excellent document proceeded to inquire how far knowledge may be taught by the presentation of external objects, by shape, form and depicting. It says that "the child more than you can teach in words." With such a text, the report fully investigated the manifold claims of object teaching—the only effective method of teaching. The report also discusses the fundamentals of analogy and analysis. The education of perceptions, and derive, indeed, his ideas and conceptions. The spontaneity of language in the young, is also one of the results of the observation of externals; and nature itself, with its verse of types, shapes and forms, is only one great language, which mere words, texts, and the dry formulas of the schools are barren. Languages and texts are indeed only the conveyances of thought, and not the thoughts themselves. As far as the teachers themselves can be converted, the report which we believe, was partly written by the well-known Rev. Dr. Sears, is, of course, an emphatic and very thoughtful indorsement of Object Teaching as the name of Thought.

It was expected that the Hon. Henry Barnard, now President of the Ohio State University, would lecture to day upon "The Principle of Association for the Improvement of Schools," and the definition of education. He failed to attend the Convention. Prof. Edwards's practical, philosophic and perhaps enthusiastic address. His language was nervous and strong, and its arguments fibrous. It was well received.

The essay of Mr. Barringer of Troy, on the "Objects of Teaching," went over some of the ground occupied by Prof. Edwards, but, as a generalization, was remarkable for its good sense. The new system of geometrical education was blithely set forth, the definition of such an association as regards the character of studies, was given. At the Convention gives no expression that it is willing to de-classicize and de-Latinize education somewhat to make room for the every-day sciences of utility and bread and butter.

The rest of Prof. Edwards's address was given, in great part, to the explanation of the character, interior working and aims of the Normal School. One of its eminent varieties, the "normal school," is a "normal school" to give so much as a synopsys of Prof. Edwards's practical, philosophic and perhaps enthusiastic address. His language was nervous and strong, and its arguments fibrous. It was well received.

The resolution of the nationalizing the system, as well as the cause of education, there are very few dissenting voices. Mr. Burroughs, late Superintendent of Pennsylvania Schools, remarked that friends of the Normal School in that State had done best to forward the bill for the nationalizing of the system.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

The Convention was much annoyed by the appearance in a local Democratic paper yesterday of a paragraph associating the teachers of the country with the State Convention of the Union party. Says the paper in question:

"The outer shell of the power—-the 'National Education,' which is the name of the party—will not be broken away. The power of the now-saved, and will never again stir the confederacy to put their seal upon the work—if acceptable as sufficiently radically black. This Convention, as it is, is as black as to-day. Our victory for the Union must be a double victory, or it will be barren. There must be a conquest of ideas as well as battalions. The schoolmaster must finish what the soldier has begun. Culture must be extended as far as the right of subjection, and that is absolutely universal, except as it shall be limited by intelligence."

The rest of Prof. Edwards's address was given, in great part, to the explanation of the character, interior working and aims of the Normal School. One of its eminent varieties, the "normal school," is a "normal school" to give so much as a synopsys of Prof. Edwards's practical, philosophic and perhaps enthusiastic address. His language was nervous and strong, and its arguments fibrous. It was well received.

The resolution of the nationalizing the system, as well as the cause of education, there are very few dissenting voices. Mr. Burroughs, late Superintendent of Pennsylvania Schools, remarked that friends of the Normal School in that State had done best to forward the bill for the nationalizing of the system.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

The Convention was much annoyed by the appearance in a local Democratic paper yesterday of a paragraph associating the teachers of the country with the State Convention of the Union party. Says the paper in question:

"The outer shell of the power—-the 'National Education,' which is the name of the party—will not be broken away. The power of the now-saved, and will never again stir the confederacy to put their seal upon the work—if acceptable as sufficiently radically black. This Convention, as it is, is as black as to-day. Our victory for the Union must be a double victory, or it will be barren. There must be a conquest of ideas as well as battalions. The schoolmaster must finish what the soldier has begun. Culture must be extended as far as the right of subjection, and that is absolutely universal, except as it shall be limited by intelligence."

The rest of Prof. Edwards's address was given, in great part, to the explanation of the character, interior working and aims of the Normal School. One of its eminent varieties, the "normal school," is a "normal school" to give so much as a synopsys of Prof. Edwards's practical, philosophic and perhaps enthusiastic address. His language was nervous and strong, and its arguments fibrous. It was well received.

The resolution of the nationalizing the system, as well as the cause of education, there are very few dissenting voices. Mr. Burroughs, late Superintendent of Pennsylvania Schools, remarked that friends of the Normal School in that State had done best to forward the bill for the nationalizing of the system.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W. White of Ohio were appointed a committee to prepare the memorial, and to concert with other educational bodies. Thus three different national societies of the North will be able to act in concert in obtaining from the General Government a Department of Education with such grants to the several States, as may be possible, and of making education, which is now sectional and local, in some respects, national and universal.

Last evening Prof. Hartness of Brown University, read a very correct essay upon the teaching of the classics, making entertaining use of a theme that, to the majority of hearers, seems tried and traditional. It is not hackneyed. The country, however, is not yet so much interested in the patriotic and classical scholars as in unadvised learning, however, to the utilitarian side of schooling. The progress of things is to make the useful acts classic as well as primary. Physical education we hope to hear broached.

If the audience of the session has suffered a moment in the protracted hearing of the monotone of so many themes upon education, certainly the lecture of Prof. J. D. Butler of the Wisconsin University, must have been a relaxation and a repose. The Commonwealth Book, and especially the third, is a complex and profound in the various metamorphoses to which the pianomimetic and ever-varying humor of the Wisconsin professor submitted it. His fertility of illustration and anecdotes seemed one of the happiest tests of the uncommon value of the much neglected common-place book—a book into which great men have often gathered greatness, and picked it out little by little. The lecture was merely literary, but for that reason all the more enjoyable.

The conventionalists spent to-day upon the Gettysburg battlefield, and, as far as possible, in the company of the Rev. Dr. L. Van Bokkelen of Brooklyn, Secretary.

He was also resolved to memorialize Congress in behalf of the Schools, and for a Bureau of Education and Educational Statistics. The Rev. Dr. Van Bokkelen, the Hon. C. C. Colburn of Pennsylvania, and the Hon. E. W.